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ABSTRACT

This teaching unit, Actors and Actresses, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These eight lessons review some of the basic principles of acting and explore some possible career opportunities open to actors and actresses with appropriate skills and talents. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#59

A CAREER UNIT FOR GRADES 5 AND 6

ACTORS AND ACTRESSES

(Fine Arts and Humanities Career Cluster)

CE 015 502

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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December, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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ACTORS AND ACTRESSES

CONTENTS

	Page
FOREWORD	i
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
ENTRY LEVEL ASSESSMENT	2
EVALUATION	2
SUGGESTED INSTRUCTIONAL MATERIALS	2
COMMUNITY RESOURCES	3
TASK CARDS 1 through 18	14

Fine Arts and Humanities Career Cluster

ACTORS AND ACTRESSES

RATIONALE

Acting is a universal language. Through this medium of human expression, people can relate to others in simple, but meaningful ways. Most children have had some experience with acting in one form or another. This is a unit in which students will become familiar with some of the basic principles of acting and with possible career opportunities open to actors and actresses.

GOALS

Through this unit, pupils will:

- -Become aware of how the acting profession affects their lives.
- -Learn some of the basic principles of the acting profession.
- -Be made aware of possible career opportunities in the field of acting.
- -Gain an understanding of the complexity of skills and talent that are necessary to be a successful actor or actress.
- -Learn what type of educational background is desirable for someone entering the acting profession.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

- -Name the main performing areas of the acting profession.
- -Name and describe several of the basic principles of acting.
- -Describe the type of education and training background desirable for a person entering the acting profession.
- -Name the three main work activities of an actor or actress.
- -List at least five or six various types of acting exercises.
- -Relate how people engaged in the acting profession, directly or indirectly, affect their lives.
- -Describe various career possibilities within the acting profession.

ENTRY LEVEL ASSESSMENT
(To be used as pre-test and a post-test.)

Use this informal inventory to determine class awareness of the acting profession.

1. In what ways do actors and actresses affect your lives?

2. What are some of the jobs available for people who work as actors and actresses?

3. What are the three main types of work that actors do?

4. What personality traits would be useful in acting occupations?

5. What is meant by pantomime? Upstage? Downstage? Working script? Audition? etc.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following equipment and material may be used in this unit:

-Task cards.
-Books and films, as listed.
-Film projector.
-Television.
-Chart paper.
-Felt pens.
-Chalkboard and chalk.
-A variety of art materials.
-Various small props for dramatic activities.

Films:

The Mime
Shakespeare Theater - The Globe Playhouse
Screen Actors
Screen Director
Audition
Makeup for the Theater

Books:

Dewey Number	Title	Author
792	You Can Act	Olfson
792.09	Wonderful World of the Theater	Priestley
792.92	7 Steps to Creative Children's Dramatics	Walker
808.82	The Complete Book of Children's Theater	Howard
812	Children's Plays for Creative Actors: A Collection of Royalty-free Plays for Boys and Girls	Boike
J 793.1	Act It Out	Carlson
793.1	More Charades and Pantomimes	Howard
J 793.1	The Right Play for You	Carlson
J 792	Let's Give a Show	Severn
793.1	Classics Adapted for Acting and Reading	Olfson
793.1	Humorous Skits for Young People	Fontaine
793.1	Entrances and Exits - A Book of Plays for Young Actors	Fenner & Hughes
793.1	The Tiger's Bones and other plays for Children	Hughes

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:			
	MP	1358	Magic of Communicating
	MP	1360	Microphone Speaking
	MP	1397	Speech Skills - Using Your Voice Effectively
	MP	new	Is a Career in Radio or Television for You?
	MP	new	Is a Career in the Professions for You?

COMMUNITY RESOURCES

KBAK Channel 29 TV; Bakersfield; contact David Moore; 327-7955.

KERN Radio; Bakersfield; contact station; 832-1410.

KUZZ Radio; Bakersfield; contact Christy Clark (Albright), D.J.; 393-1500.

INSTRUCTIONAL STRATEGY: LESSONS 1-8

Lesson 1

PURPOSE

To consider how people engaged in the acting profession affect our lives.

MATERIALS

1. Chart paper and stand.
2. Felt pens.
3. Task cards 1, and 2.
4. Entry Level Assessment.

INTRODUCTION

Say: "Today we are going to begin our study of the acting profession. People who make their living as actors and actresses lead interesting and rewarding lives. However, the competition for jobs is very severe and only the very well trained, skilled, and talented actors have a chance to be successful. Let's begin our study by discovering how much we may already know about the acting profession."

CLASS ACTIVITIES

1. Entry Level Assessment.
2. Discuss and make class list of ways in which the acting profession affects our lives.
3. Work with task cards.

SUMMARY

1. Review class list.
2. Reports from students using task cards.

Lesson 2

PURPOSE	To listen to a person who is actively engaged in the acting profession.
MATERIALS	1. Resource Person.* 2. Paper and pencil. 3. Task card 3.
INTRODUCTION	Say: "Yesterday we discussed how people who work in the acting profession affect all our lives. Today we are very fortunate to have as a speaker, a man/woman who makes his/her living working in this profession.
CLASS ACTIVITIES	1. Listen to guest speaker. 2. Question and answer period.
SUMMARY	1. Discuss what we learned from the speaker. 2. Write thank you notes (per the task card.)

*Possible Resource Person: someone who works with Community Theater, T.V., radio, high school or college Drama.

Note: Alternative Activity - a student actor with the Junior Theater or a field trip to view rehearsal in junior or senior high school drama department.

Lesson 3

PURPOSE

To explore the four main areas in which actors and actresses work. These areas are; stage plays, motion pictures, television and radio, television and radio and film advertising.

MATERIALS

1. Books, as listed in Suggested Instructional Materials.
2. Magazines.
3. Paper and pencil.
4. Task cards 4 through 6.

INTRODUCTION

Say: "Actors and actresses work in four main areas of entertainment. What do you think they are?" (List on board, as class supplies answers.) "Today we are going to work in groups and see how much we can learn about the type of work that actors and actresses do in each of these areas."
Four main areas: stage plays, motion pictures, television and radio, television and radio and film advertising.

CLASS ACTIVITIES

1. View film.
2. Divide class into four groups.
3. Each group is to prepare a report on one of the four acting areas. Groups use books and other resources found in the school or public library.
4. Group presentations to the class.
5. Task cards.

SUMMARY

1. Discuss the film.
2. Discuss and evaluate the group presentations.
3. Reports from pupils using task cards.

Teacher Information Sheet

A list of jobs in the area of drama;

acrobat
auctioneer
children's party hostess
clown
convention host
demonstrator
fashion show commentator
fashion show producer
home economist
magician
mime
minister
model
museum lecturer
newspaper reporter
politician/lawyer
public relations
puppeteer
receptionist
recreation leader
salesman
Santa Claus
special services
speech communications advisor
speech therapist/audiologist
square dance caller
stewardess
summer camp counselor
summer theatre
teacher
telephone operator
theatrical agent
tour guide
travel agent
ventriloquist

Performing Careers:

actor/actress
announcer
dancer
musician
singer

Technical Careers:

administrator
cameraman
casting director
costumer
director
engineer
lighting director
make-up artist
newswriter
playwrite/scriptwriter
producer
scene designer

Lesson 4

PURPOSE

To familiarize students with the art of pantomime, one of the most important skills an actor must acquire.

MATERIALS

1. Resource person: drama student who can demonstrate pantomime (may be a college, high school, junior high school or community theater drama student).
2. Books about pantomime.
3. Teacher Reference Sheet, next page.
4. Task cards 7 through 10.

INTRODUCTION

Say: "We have learned that good acting requires talent, skill, and hard work. Today we are going to watch an actor performing one of the most difficult and important skills a good actor must master - the art of pantomime. Watch closely and pay close attention to how the actor uses his entire body to express what he wishes to communicate to his auidence."

CLASS ACTIVITIES

1. Watch drama student and discuss pantomime.
2. Do Grab-Bag Pantomime (see next page).
3. Do task card activities.

SUMMARY

1. Have students offer constructive criticism about each others pantomimes.
2. Reports from pupils using task cards.

Teacher Reference Sheet
(Use with Lesson 4)

GRAB-BAG PANTOMIMES

Put a number of articles into a paper bag - one thing for each player. You can use anything that is not sharp: a pencil, a powder puff, a fancy handkerchief, a clothespin, a spool of thread, an eraser, an empty chewing-gum wrapper, a stick, a paintbrush, etc.

Pass the bag to each player. Ask him to close his eyes and then pull out one article. This is his property, or 'prop' for a pantomime.

Each player pantomimes a short scene, using the prop he drew. When he has finished, the other players try to guess what he was doing.

Lesson 5

PURPOSE To observe professional actors and actresses performing in a variety of acting situations.

MATERIALS

1. Television set.
2. Paper and pencil.
3. Task cards 11, 12.

INTRODUCTION Say: "We have learned that actors and actresses perform in movies, radio and television, in stage plays, and in commercials. Today we are going to watch some actors and actresses performing on television and in motion pictures. I'm sure we'll also see many of them acting in commercials. Pay close attention to the way the actors perform. Take notes if you like, to help you remember certain details."

CLASS ACTIVITIES

1. Watch several different types of programs on T.V. (soap opera, movie, commercials, etc.).
2. Make a class list of some of the acting techniques and skills they observed. Discuss.
3. Do task card activities.

SUMMARY

1. Review of class list.
2. Reports from students using task cards.

Lesson 6 (extended lesson - see also lesson 7)

PURPOSE

To familiarize students with local theater activity and to provide opportunity for individual and group participation in dramatic activity. To make students aware of theater activities as a part of an avocation for many amateur performers.

MATERIALS

1. Field trip to a local theater production. Contact school and college drama departments, community theater, youth theater groups. (Consider attending dress rehearsals.)
2. List on board, if possible, variety show activities.
3. Task cards 13, 14, 15, 16, 17, 18.

INTRODUCTION

Say: "There are some fine theaters here in Bakersfield. Many people who are making a living as actors and actresses in television, films, and in the theater got their start in some of these local theaters. Often very skilled performers work in theater groups for personal entertainment. These people are called amateurs. We are going to see one of their productions. Then we are going to plan our class variety show."

CLASS ACTIVITIES

1. Take field trip; discuss production.
2. Using list of activities, pupils are to select the activity they wish to participate in for the class variety program.
3. Begin practice of individual and group dramatic activities.
4. Do task cards.

SUMMARY

1. Discussion of individual and group assignments.
2. Reports from students using task cards.

Lesson 7

PURPOSE

To continue activity begun in previous lesson, in which students are to prepare short individual or small group dramatic presentations for class program.

MATERIALS

1. Books.
2. Paper and pencil.
3. Task cards 13, 14, 15, 16, 17, 18.

INTRODUCTION

Say: "Today we are going to use our time to continue rehearsing for our class variety program. Remember, we must all work very hard if our program is to be a success. How would you like to invite another class to watch our program? Actors and actresses need an audience to really test their performing skills. Let's invite at least one class to see our program. We've worked hard and I know our program will be a success. Now, let's get to work!"

CLASS ACTIVITIES

1. Practice dramatic skits, exercises, etc. which are to be performed in class program.
2. Do task card activities.

SUMMARY

1. Discussion of progress of program.
2. Suggestions for improvement.
3. Reports from pupils using task card.

The amount of time allotted for the class program will vary according to the ability and needs of the class. Some teachers may wish to consider allowing at least one or two additional class periods for preparation. This activity is considered as the culminating activity for the unit.

Lesson 8

PURPOSE

To evaluate what the children have learned about acting as a career.

MATERIALS

1. Tape from pre-test.
2. Tape recorder.
3. Entry Level Assessment.
4. Task cards for unit.

INTRODUCTION

Say: "Today we are going to find out how much we've learned about being an actor and actress. First, let's listen to the tape we made before this unit began. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make new tape as a post-test.
3. Free use of task cards.

SUMMARY

The tape acts as a summary for the unit. During taping, children should feel free to express their opinions regarding this unit, describing what they might have liked as well as what they disliked.

"THE WORLD'S A STAGE"

You need:

1. pencil
2. paper
3. magazines
4. chart paper
5. newspapers
6. scissors

All people are actors, in one way or another. Throughout our daily lives we perform many roles. We influence others by the parts that we play.

1. List several activities that people perform in which they affect other's lives.

2. Find examples of some of these in magazines and newspapers.

3. Make a poster of these activities.

4. Share your list of role-playing activities and the poster with your class.

WHAT A BRAIN!!

You need:

1. books
2. pencil
3. paper
4. good study and concentration

An actor or actress must be able to memorize. This skill requires study and concentration.

1. Memorize:

   One or two paragraphs from a story,
   or
   A poem,
   or
   Anything that you think might be interesting to others such as science information from a book.

2. Recite your memory selection for the class.

THANKS FOR THE VISIT

You need:

1. paper
2. pen or pencil

It's always nice when someone takes the time and trouble to share what they do for a living with others. We can always learn from their experience.

1. Write a short note expressing your thanks and appreciation for the visit of the guest speaker.

2. Mention at least one or two main points of his presentation that you found especially interesting and informative.

3. Do this individually, or work with a small group and prepare a thank you letter to be signed by the entire class.

TO BE AN ACTOR

You need:

1. books
2. pencil
3. paper

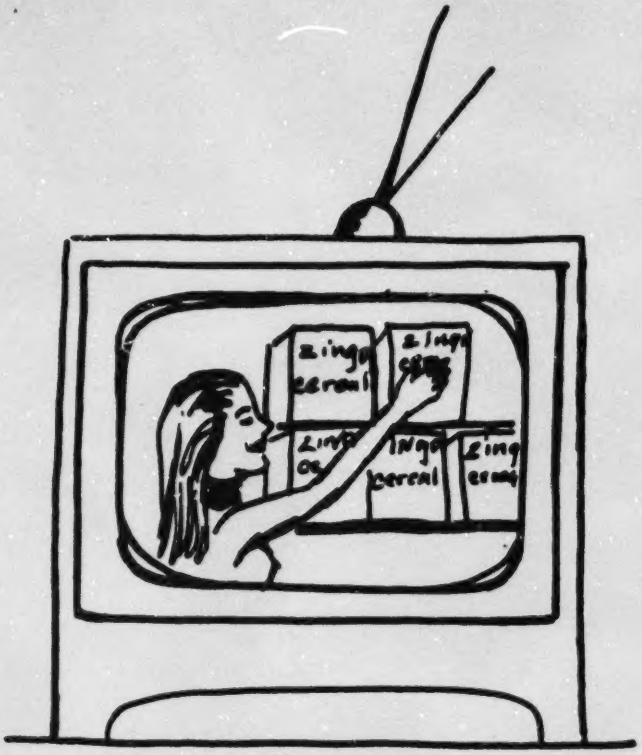
Actors and actresses need special kinds of training if they are to be successful. The kind of person they are - their character and personality - is also very important.

1. Write a description of some of the personal qualities that an actor must possess, such as determination.

2. Describe some of the skills that an actor/actress must have, such as being able to memorize, etc.

3. Describe the general kind of education and training a person who wishes to be an actor should have.

4. Present your completed report to the class.



A WORD FROM THE SPONSORS . .

You need:

1. a good imagination
2. paper
3. pencil

Many actors and actresses get their start by making commercials for radio and television. This is also an important way for many actors to make extra money.

1. Pretend that you are a professional actor/actress and that you have been hired to do a T.V. commercial.
2. Make up a short T.V. commercial.
3. Practice giving the commercial.
4. Do the commercial for the class.

Remember: When you act on television, you are being seen as well as heard. Try to use good facial expressions to help your audience get the message.

CHARADES ARE FUN

You need:

1. a group of children
2. charade game book, such as More Charades and Pantomimes
3. pencil
4. paper

Playing charades is wonderful practice for developing several skills that are important in good acting.

1. Prepare a list of charade activities that the class can take part in.
2. List a few simple rules and basic methods used in playing charades.
3. Practice playing a few games of charades with your group.
4. Give a group demonstration for the class.
5. Lead the class in some charade games.

TASK CARD 7

LET ME SHOW YOU

You need:

1. a group of children
2. books
3. magazines
4. paper
5. pencil

We all use pantomime each day in our normal daily living. This is one very important way that we have of communicating with other people.

1. Make a list of several simple gestures and expressions.
2. List a few simple actions, such as throwing a ball, picking up a piece of paper, chewing gum, etc.
3. Practice doing some of these exercises, using only pantomime, with your group.
4. Do the pantomime activities for the class.

TASK CARD 8

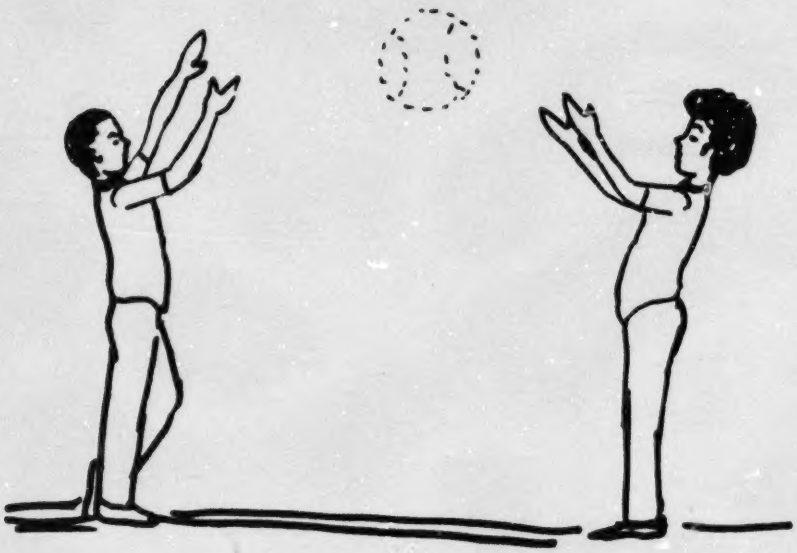
I'D LIKE TO BE ...

You need:

1. a group of children
2. paper and pencil
3. a good imagination

What would you like to be when you are an adult? A famous athlete? A well-known T.V. or movie star? A doctor, dentist, deep-sea diver, carpenter, etc.? Let's act out for others what you think you'd like to be - but no words! You must use pantomime only.

1. Make a list of several things you think you might like to be when you are an adult.
2. Add to the list one or two secret wishes you might have.
3. Take turns in your group pantomiming different things on the list.
4. The people in your group are to try to guess what your pantomime is expressing.
4. Have your group share their pantomimes with the class.



I'VE GOT IT!!

You need:

1. a group of children.
2. good imagination
3. paper and pencil

1. Make a list of several objects that you could throw and play catch with, with another person.
2. Take turns in your group playing a pretend game of catch with a partner.
3. The members of your group are to try to guess the imaginary object that you and your partner are throwing and catching.
4. Share this pantomime activity with your class.

WHAT A MESS!!!

You need:

1. a group of children
2. paper
3. pencil
4. active imagination

Most of us have found ourselves in an embarrassing or tricky situation. Maybe we accidentally locked ourselves in a closet, or forgot our lunch, or wore two different colored socks, or . . . .

1. Make a list of some embarrassing or tricky situations that you have been in.
2. You can use your imagination and make some situations up.
3. Take turns acting out these situations with your group. Some skits may require two or more people to perform.
4. Share your pantomime skits with your class.

TASK CARD 11

THE BIG TUBE!!

You need:

1. paper
2. pencil
3. butcher paper
4. felt pens
5. magazines
6. scissors

Most of us like to watch television. We have learned that television acting is an important way that many actors/actresses make their living.

1. Take a T.V. survey in your class.

   Ask:

   How many hours a week do you watch T.V.?
   What are your favorite programs?
   Do you watch the commercials?
   Who are your favorite actors and actresses?

2. Prepare a chart or poster that gives results of your survey.

3. Use pictures from magazines, or draw them yourself, to illustrate your chart.

4. Share the results of the survey with your class.

TASK CARD 12

WHAT DID HE SAY?

You need:

1. a book containing several tongue-twisters
2. a group of children
3. paper
4. pencil
5. tape recorder

1. Select several good tongue-twisters.
2. Make a list of the tongue-twisters.
3. Take turns in your group saying the tongue-twisters.
4. Memorize your favorite tongue-twister.
5. Say the tongue-twister and use the tape recorder so that you can hear yourself and make necessary corrections.
6. Say the tongue-twisters for your class.

TASK CARD 13

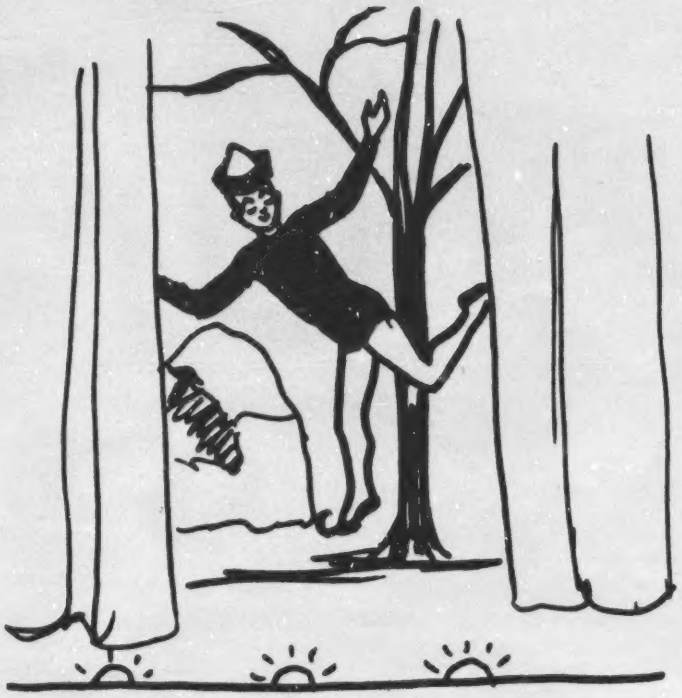
AUDITION TIME

You need:

1. a group of children
2. books
3. paper
4. pencil

We have learned that taking part in auditions is a very important part of an actor's life. Let's pretend to audition for an important part in a play.

1. Each member of the group is to select a short reading, poem, monologue, etc. to use for his audition.
2. Practice your part for the audition.
3. Take turns performing your part for the audition.
4. The members of the group are to act as an audition audience. They should offer help in the form of constructive criticism.
5. The group should share their audition program with the class.



WHO AM I:

You need:

1. a group of children
2. lots of excellent imagination

It's fun to pretend we are someone else. Sometimes we like to daydream about being a famous baseball player, T.V. or movie star, etc. Today you are to pretend you are a very well known person, either living or dead.

1. Choose a famous person you admire.
2. Plan a short (one-two minute) role-playing presentation of your famous person.
3. You may talk as well as use pantomime and other acting techniques.
4. Act out your famous person for the members of your group.
5. Group members are to try to guess the famous people.
6. Share your role-playing program with the class.

TASK CARD 15

YOU ARE INVITED . . .

You need:

1. paper and pen

Your class is going to invite another class (or more) to watch the dramatic variety show.

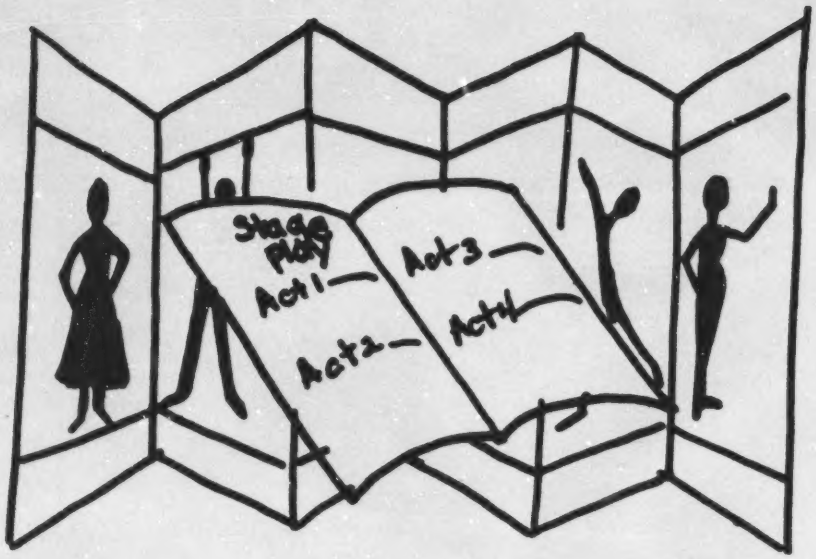
1. Make up an informative and interesting invitation to the program.

2. Illustrate the invitation, if you wish.

3. Try to make the invitations as attractive and colorful as possible.

4. Deliver the invitations to the invited classes and individuals.

TASK CARD 16



AND NOW PRESENTING

You need:

1. a small group of children
2. construction paper
3. felt pens
4. scissors
5. glue

No dramatic show would be complete without a good program which lists the various performers and their acts.

1. Plan an attractive and informative program for your class variety show.
2. The cover should be colorful and attractive.
3. List the performers and their acts, either in alphabetical order or in the order of their appearance.
4. Be sure to give credit to the director and to the people who did the set decorations, arranged the props, etc.
5. Pass out the programs to the people who come to see your class show.

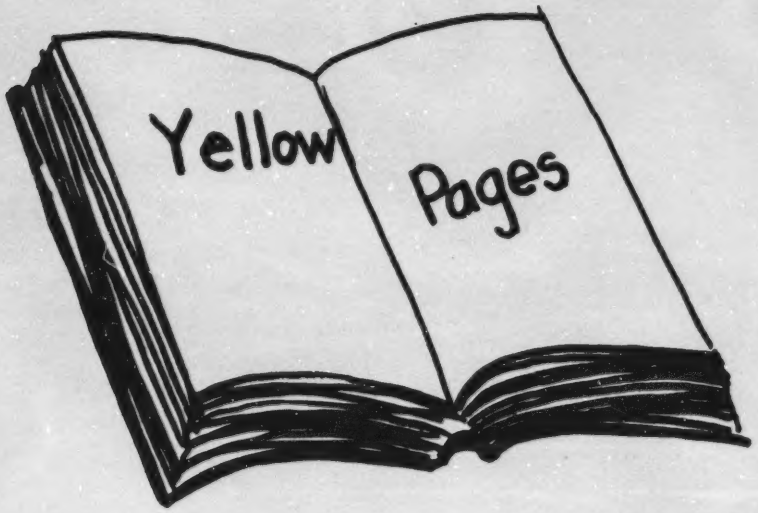
TASK CARD 17

ACTING AS AN AVOCATION

You need:

1. paper
2. pencil

Thousands of people find fun and pleasure through drama. Many people act in theater groups, study clownology, work as magicians, give puppet shows, work as ventriloquists, sing, dance and perform as entertainment for others to enjoy. Think about activities in which you have participated as a performer or as part of an audience. Write a brief description of the entertainment involved. You may want to plan a presentation for the class.



ENTERTAINMENT TIME

You need:

1. telephone directory
2. paper
3. pencil

Pretend that you are in charge of planning all the entertainment for a school party. Look through the yellow pages of the telephone directory and write down the possible entertainment choices you would have. You might check under Schools, Music, Dance. You could also check with the colleges, high school and junior high school music and drama departments. Remember that Parks and Recreation activities often include dance and drama. Present your findings to the class.